

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).

You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
<https://www.angelo.edu/current-students/student-handbook/>

You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
http://blackboard.angelo.edu/webapps/dur-browserCheck-BB5fb6991aeccdc/module/testBrowser.jsp?tabUrl=/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_1_1&tabId=_15_1&forwardUrl=index.jsp

You have familiarize yourself with how to access course content in Blackboard using the Student Quick Reference Guide [https://angelo.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_2747771_1&course_id=_67396_1&mode=reset] or CSS Student Orientation Course.

[https://angelo.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_20086_1&content_id=_403849_1]

ISSA 6300: Intelligence and National Security

Course Description/Overview

This course examines the intelligence and national security nexus. It integrates the principal roles of intelligence in national policy formulation. Emphasis is placed on the problems inherent in conducting intelligence in a democracy and on the considerations associated with providing high quality intelligence analysis for intelligence consumers at the national level.

The course begins with a review of the intelligence enterprise. This course reviews the intelligence community and its agencies' respective roles and missions and their contributions to national security. The course also examines the national security challenges facing the United States and an in-depth coverage of actual and potential threats to the survival and vital interests of the United States: the threat at home and abroad, rogue states and proliferation of weapons of mass destruction, U. S. security interests in the post-Cold War era, and the emergence of 'fourth generation' or asymmetrical warfare. In view of the threat the course then addresses the elements of national power that are at the disposal of policy makers to help guide national security policy and strategic outcomes.

The course will examine the national interests, institutions, and processes involved in making U.S. national security and intelligence policy, and explores the tensions that recur in American politics between the necessities of security and the requirements of democracy. The course will also deal with how the U. S. national security establishment (including the intelligence infrastructure) has evolved its structure and management practices over time in order to execute security policy. At each step, domestic, institutional, and international factors such as regional and systemic balance of forces, instruments of national power, and national strategic assessments such as intelligence estimates play important roles in determining the outcomes we observe. Students learn how and when to apply the main policy tools available, ranging from use of force to arms control and economic assistance to diplomacy and learn the role of alliances and international organizations. Topics include the identification and strategic pursuit of national interests; establishment of priorities among potential security threats; the political nature and political tensions of defining 'threats'; global and regional security strategies; and intelligence reform and structure.

Finally, the course will review intelligence failures, consider intelligence reform issues, and evaluate the need for change. The intelligence reform lesson will emphasize the importance of preparing intelligence for and providing it to policy makers and our nation's warfighters in a manner that results in information sharing and underscores a renewed post-9/11 commitment to conduct intelligence activities in a manner that fully respects and protects American civil liberties and privacy.

This course is an intense examination of national security issues and intelligence requirements facing the United States and the reading load is equally intense. The course is designed to be highly interactive; value your experiences and your well-thought-out positions and opinions; and to express your intellect as an active participant and contributor towards the national dialogue and debate on hot topics of the day. I encourage you to read national newspapers or other sources and be prepared to open each class session with the current news of the day.

Course Textbooks

Required Texts:

Mark M. Lowenthal. *Intelligence: From Secrets to Policy*. Washington D. C: CQ Press, 2019.

Richard K. Betts. *Enemies of Intelligence: Knowledge and Power in American National Security*. New York: Columbia University Press, 2007.

Recommended Texts:

Grabo, C. M., & Goldman, J. (2002). Anticipating surprise: analysis for strategic warning. Center for Strategic Intelligence Research, Joint Military Intelligence College. <https://apps.dtic.mil/dtic/tr/fulltext/u2/a476752.pdf>

Other Resources

Porter Henderson Library, Angelo State University. Guide to Library Services for Distance Learning - Graduate Students. Accessed 08 December 2017. http://www.angelo.edu/services/library/Guide_to_Library_Services/guides.php?patron=Distance%20Learning%20-%20Graduate%20Students [link]

Porter Henderson Library (<http://www.angelo.edu/services/library>) [link]

Google Scholar (<https://scholar.google.com/>) [link]

Grading Policies

This course employs writing assignments and weekly discussions to measure student learning.

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric (2021 version)
<https://angelo.blackboard.com/bbcswebdav/users/rlaflamme1/rubrics/Discussion%20Rubric%20v2021.pdf>

Writing Assignment Rubric (2021 version)
<https://angelo.blackboard.com/bbcswebdav/users/rlaflamme1/rubrics/Writing%20Assignment%20Rubric%20v2021.pdf>

Grades will be based on an ability to organize the material, integrate relevant concepts and theories, and present them in appropriate forms.

Students are expected to write original material in support of discussion and essay requirements associated with this class. Please review the Student Handbook and Student Code of Conduct if you have further questions regarding this.

Late work will not be accepted.

Due to the nature of this class, there isn't a minimum required number of words for original or discussion posts, nor is there a minimum number of discussion posts expected each week.

Students are expected to write an original post that addresses the question. Students are expected to write at a graduate level.

Students are expected to use appropriate source materials in support of their examples, evidence and details, such as primary source materials or peer-reviewed article and journals. For more on this, please see the Porter Henderson Library Research Tools webpage, <http://www.angelo.edu/services/library/handouts/>

Students are expected to participate in discussions with their classmates on a range of topics, enough to ensure that their own biases of their studies have not affected their understanding of the learning objectives for the week.

Grading:

This course will employ a number of types of assessments, to measure student learning.

Discussion Thread participation: 30%. Weekly when no essay is assigned. Primary postings are due no later than 8:00 am Central Time on Saturdays. Responses are due no later than 8:00 am Central Time on Mondays. See Discussion Rubric link (above) for grading details.

First Essay: 30%. 6 - 8 page essay. Due Monday at the beginning of Lesson 4, not later than 08:00 am Central Time. This is 07 February. See Lesson 3 for detailed instructions. See Writing Assignment Rubric (above) for grading details.

Final Essay: 40%. 12 - 15 page essay. Due Thursday of Lesson 8 (10 March), not later than 08:00 am Central Time. See Lesson 8 for detailed instructions. See Writing Assignment Rubric (above) for grading details.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

F = 69 % and below.

Course Objectives/Learning Outcomes

- As a result of completing this course, the student will be able to:
- Demonstrate how the Intelligence enterprise contributes to the policymaking process
- Demonstrate a working knowledge of the security challenges facing the United States and how the intelligence and policy nexus form our framework for security.
- Analyze the factors, events, and changing nature of the threat that influenced United States intelligence and national security policy.
- Comprehend the complex nature of intelligence – policy interface that help define threats to America's national security.
- Comprehend the complexities of intelligence reform requirements in view of intelligence – policy failures.
- Comprehend how informal networks and external actors seeking access and influence over national security policy decisions influence the congressional agenda and policy maker.

The course:

Lesson 1 - The Intelligence Enterprise

This lesson will also provide you an overview of national security challenges driving current and long term intelligence requirements as well as a definitional review of intelligence and discussion of the intelligence discipline. We will discuss the intelligence community and how they contribute to national security and protection of the United States.

Lesson Objectives

At the completion of this lesson, students will be able to:

Comprehend the course administration and overall goal of the course.

Demonstrate knowledge of what intelligence is in the context of national security.

Comprehend who the intelligence community is and the important roles and contribution each makes towards forming and shaping US national security policy.

Demonstrate a working knowledge of the functions of intelligence.

Comprehend how the intelligence cycle works and contributes to national security policy.

Required Readings:

Lowenthal, Mark M. Intelligence: from secrets to policy. Washington, D.C.:CQ Press, 2012. Chapters 1-8.

Interim National Security Strategic Guidance. 2021. [link] <https://www.whitehouse.gov/wp-content/uploads/2021/03/NSC-1v2.pdf>

National Intelligence Strategy of the United States of America, 2019. [link] https://www.dni.gov/files/ODNI/documents/National_Intelligence_Strategy_2019.pdf

Overview of the United States Intelligence Community, 2013. Read all. [http://www.dni.gov/files/documents/USNI%202013%20Overview_web.pdf]

[https://angelo.blackboard.com/bbcswebdav/pid-3135268-dt-content-rid-17960272_1/xid-17960272_1]

Intelligence Community Directives [link] [https://fas.org/irp/dni/icd/] This is where you'll find things like ICD 203, ICD 208, etc. that are related to analytic tradecraft.

Kerbel, Josh. "National Security Language Is Stuck in the Cold War." Slate. 05 October 2021. <https://slate.com/technology/2021/10/national-security-language-cold-war-sloppy-thinking.amp>

Lesson 2 - National Security Challenges and Intelligence Policy: How They Intersect

This lesson is aimed at understanding the roles of intelligence and the policymaker and how they contribute to the national security issues facing the U.S. This lesson also explores how we define intelligence failure and how they may be avoided, if possible,

in the future.

Lesson Objectives

At the completion of this lesson, students will be able to:

Demonstrate a working knowledge of the security challenges facing US national interests.

Describe how the Intelligence Community (IC) contributes to the policymaking process regarding US security challenges and the protection of US national security interests.

Explain how policy failures contribute to intelligence failures.

Required Readings:

Betts, Richard K. *Enemies of intelligence: knowledge and power in American national security*. New York: Columbia University Press, 2007. Chapters 1-2, and 5.

"Global Trends." Washington, D.C.: Office of the Director of National Intelligence, March 2021.

<https://www.dni.gov/index.php/gt2040-home>

C-SPAN.org. Director of National Intelligence Nominee Testifies at Confirmation Hearing. 19 January 2021. [Link]

<https://www.c-span.org/person/?118163/AvrilHaines>

Coats, Daniel R. *National Intelligence Strategy of the United States of America, 2019*. Washington, D.C.: Director of National Intelligence, 2019. [link] https://www.dni.gov/files/ODNI/documents/National_Intelligence_Strategy_2019.pdf

Dobbins, James, Finn, Robert P., Neumann, Ronald E., Wood, William, Negroponce, John, Wayne, E. Anthony, Crocker, Ryan, Cunningham, James and Llorens, Hugo. "US-Taliban negotiations: How to avoid rushing to failure." *New Atlanticist*. 03 September 2019. <https://www.atlanticcouncil.org/blogs/new-atlanticist/us-taliban-negotiations-how-to-avoid-rushing-to-failure/>

Garner, R., & Ash, M. 2010, 'Contemplating the Unusual and Unpredictable', *Science & Society*, 74, 2, p. 248. [Link] <https://easydb.angelo.edu/login?url=https://search.proquest.com/scitechpremium/docview/216150666/80D518B1E8A84DA9PQ/1?accountid=7011>

Haines, Avril. *World Threat Assessment of the US Intelligence Community*. Washington, D.C.: Director of National Intelligence, 2021. [Link] <https://www.dni.gov/index.php/newsroom/congressional-testimonies/congressional-testimonies-2021/item/2206-dni-haines-opening-statement-on-the-2021-annual-threat-assessment-of-the-u-s-intelligence-community>

Security 2040. RAND. 2018. [link] https://www.rand.org/pubs/corporate_pubs/CP897.html

U.S. Embassy (Kabul), Cable 003863, Subject: Afghanistan Where We Stand and What We Need, August 29, 2006. <https://nsarchive.gwu.edu/document/24559-u-s-embassy-kabul-cable-003863-subject-afghanistan-where-we-stand-and-what-we-need>

Wolfberg, A. (2017). The president's daily brief: managing the relationship between intelligence and the policymaker. *Political Science Quarterly*, 132(2), 225. <https://doi-org.easydb.angelo.edu/10.1002/polq.12616>

Zenk, Micah. "The Coronavirus Is the Worst Intelligence Failure in U.S. History." *Foreign Policy*. 25 March 2020. <https://foreignpolicy.com/2020/03/25/coronavirus-worst-intelligence-failure-us-history-covid-19/>

Lesson 3 - Elements of National Power

This lesson provides a discussion on the elements of national power.

Lesson Objectives:

At the completion of this lesson, students will be able to:

Comprehend the elements of national power

Comprehend the elements of national power

Describe examples where the elements of national power have been used effectively.

Describe how intelligence and the elements of power have changed in a post-Cold War era.

Describe "soft power."

Describe "sharp power."

Describe how intelligence and elements of national power can influence strategic outcomes for United States national security policy.

Required reading:

Borghard, Erica D., and Shawn W. Lonergan. 2017. "The Logic of Coercion in Cyberspace." *Security Studies* 26 (3): 452–81. doi:10.1080/09636412.2017.1306396.

<https://easydb.angelo.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=mth&AN=122926897&site=eds-live&scope=site>

Heffington, Steven, Older, Adam, and David Tretler. "A National Security Strategy Primer." Washington, D.C.: National

Defense University, 2019. Chapter 4. <https://nwc.ndu.edu/>

Dickinson, Peter. "Memo to the international media: Putin has already invaded Ukraine." The Atlantic Council. 11 December 2021. <https://www.atlanticcouncil.org/blogs/ukrainealert/memo-to-the-international-media-putin-has-already-invaded-ukraine/>

Nahaylo, Bohdan. "Escalating Belarus border crisis could pose a security threat to Ukraine." The Atlantic Council. 15 November 2021. <https://www.atlanticcouncil.org/blogs/ukrainealert/escalating-belarus-border-crisis-could-pose-a-security-threat-to-ukraine/>

Machain, Carla Martinez. 2021. "Exporting Influence: U.S. Military Training as Soft Power." *Journal of Conflict Resolution* 65 (2–3): 313–41. <https://search-ebscohost-com.easydb.angelo.edu/login.aspx?direct=true&db=edshol&AN=edshol.hein.journals.jcfltr65.15&site=eds-live&scope=site>.

de Lisle, Jacques. "Foreign Policy through Other Means: Hard Power, Soft Power, and China's Turn to Political Warfare to Influence the United States," *Foreign Policy Research Institute* 64, no. 2 (2020): 191-192. doi: 10.1016/j.orbis.2020.02.004. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7102532/>

Walker, Christopher and Ludwig, Jessica. "Sharp Power: Rising Authoritarian Influence," *National Endowment for Democracy*, December 2017. <https://ipdefenseforum.com/2019/04/rising-sharp-power/>

Cohen, William and Greenberg, Maurice. "Smart Power in U.S. Relations: A Report of the CSIS Commission on China," March, 2009, <https://www.csis.org/analysis/smart-power-us-china-relations>

Lesson 4 - How the Policymaker Uses Intelligence to Shape National Policy

This lesson marks the beginning of the second part of the course.

This lesson will provide you context and understanding the role of the President, National Security Council, and the National Intelligence Community in the national security policy process and provides insight into the formation of national security policy.

Lesson Objectives:

At the completion of this lesson, students will be able to:

Comprehend Congress' shared role with DoD in establishing effective national security institutions, policies, and processes.

Comprehend the difference between policy and the intelligence communities-and the potential for tension- at each stage in the intelligence process.

Comprehend how the policy maker uses intelligence to shape national security policy.

Describe the role of the President in shaping and implementing the national security agenda and how intelligence helps shape the national security agenda.

Required Readings:

Anderson, Nathan. "Cybersecurity and Infrastructure Security Agency: Actions Needed to Ensure Organizational Changes Result in More Effective Cybersecurity for Our Nation." Washington D.C.: U.S. General Accounting Office. 10 March 2021 <https://www.gao.gov/products/gao-21-236>

Davis, Christopher M. and Michael Greene. "Presidential Appointee Positions Requiring Senate Confirmation and Committees Handling Nominations." Washington, D.C.: Congressional Research Service. 28 December 2021. <https://crsreports.congress.gov/product/pdf/RL/RL30959>

Lowenthal, Mark M. *Intelligence: From Secrets to Policy*. Washington D. C: CQ Press, 2017. Chapter 9-10.

Mazanec, Brian M. "Defense Intelligence and Security: DOD Needs to Establish Oversight Expectations and to Develop Tools That Enhance Accountability." Washington D.C.: U.S. General Accounting Office. 06 May 2021. <https://www.gao.gov/products/gao-21-295>

O'Rourke, Ronald and Kathleen J. McInnis. "COVID-19: Potential Implications for International Security Environment—Overview of Issues and Further Reading for Congress." Washington, D.C.: Congressional Research Service. 03 December 2021. <https://crsreports.congress.gov/product/pdf/R/R46336>

Quigley, M. (2019). Revitalizing Intelligence: The History and Future of Hpsci, the Iaa, and Congressional Oversight. *Harvard Journal on Legislation*, 56(2), 341–353. [Link]

Reynolds, Molly E. and Jackson Gode. "Divided Government, Disruptive President: Congressional Oversight of the Executive Branch in the 116th Congress." Washington, D.C.: Brookings. 19 July 2021. <https://www.brookings.edu/research/divided-government-disruptive-president-congressional-oversight-of-the-executive-branch-in-the-116th-congress/>

Sager, Michelle. "High-Risk Series: Dedicated Leadership Needed to Address Limited Progress in Most High-Risk Areas." Washington D.C.: U.S. General Accounting Office. 02 March 2021 <https://www.gao.gov/products/gao-21-119sp>

Security 2040. RAND. 2018. https://www.rand.org/pubs/corporate_pubs/CP897.html

Sharp, Jeremy M., Blanchard, Christopher M., and Sarah H. Collins. "Congress and the War in Yemen: Oversight and Legislation 2015-2021." Washington, D.C.: Congressional Research Service. 19 October 2021.

<https://crsreports.congress.gov/product/pdf/R/R45046>

Tenpas, Kathryn D. "Crippling the capacity of the National Security Council." Washington, D.C.: Brookings. 21 January 2020. <https://www.brookings.edu/blog/fixgov/2020/01/21/crippling-the-capacity-of-the-national-security-council/>

Lesson 5 - Influencing National Security Policy

This lesson reviews the influence non-Intelligence Community assessments and information sources have upon the policymaking process against the backdrop of the strategic (i.e. national level) use of finished intelligence assessments such as the National Intelligence Estimate.

Lesson Objectives:

At the completion of this lesson, students will be able to:

Comprehend how informal networks and external actors seeking access and influence over legislative as well as policy decisions influence the Congressional agenda.

Understand the role of the myriad types of non-governmental organizations —both domestic and foreign— in influencing legislative and policy decisions in the intelligence, defense, and national security realms.

Comprehend how these institutions and individuals' function, why they function this manner, what stakes and interests they have in policy decision making processes, and what impact they might have (or not) on decisions and the implications thereof for policymakers.

Critically assess the type of intelligence, data, publications, arguments, and other sources of information and inputs think tank institutions use and produce as well as the networks they employ to try to influence policy decisions.

Required Readings:

Abelson, Donald E. 2016. "It Seemed Like a Good Idea at the Time: Reflections on the Evolution of American Think Tanks." *Canadian Review of American Studies* 46 (1): 139–57. doi:10.3138/cras.2014.015.

<https://easydb.angelo.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=f6h&AN=114478171&site=eds-live&scope=site>

Bartosz Rydliński. 2020. "Between Impact and Delusion: The Role of American Think Tanks in Political Decision-Making – A Case Study of American Policy towards the Russian Federation after Annexation of Crimea." *Historia i Polityka*, no. 32 (39) (June): 123–38. doi:10.12775/HiP.2020.019. <https://apcz.umk.pl/HiP/article/view/HiP.2020.019>

Best Jr., Richard. "Intelligence Estimates: How Useful to Congress?" Washington, D.C.: Congressional Research Service. 06 January 2011. <http://www.fas.org/sgp/crs/intel/RL33733.pdf>

Betts, *Enemies of Intelligence*. Chapters 3-4, pp. 53-103.

Bruno, Greg and Sharon Otterman. "Backgrounder: National Intelligence Estimates," Washington D.C.: Council on Foreign Relations. May 14, 2008. <https://www.cfr.org/backgrounder/national-intelligence-estimates>

Dover, R. "Adding value to the intelligence community: what role for expert external advice?" *Intelligence & National Security*, 35(6), 852–869. 2020. <https://doi-org.easydb.angelo.edu/10.1080/02684527.2020.1793060>

Drezner, Daniel W. "American Think Tanks in the Twenty-First Century." 2015. *International Journal* 70 (4): 637–44. <https://search-ebscohost-com.easydb.angelo.edu/login.aspx?direct=true&db=edsjsr&AN=edsjsr.24709312&site=eds-live&scope=site>

Fraussen, Bert, and Darren Halpin. 2017. "Think Tanks and Strategic Policy-Making: The Contribution of Think Tanks to Policy Advisory Systems." *Policy Sciences* 50 (1): 105–24. doi:10.1007/s11077-016-9246-0.

<https://easydb.angelo.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=121264466&site=eds-live&scope=site>

Gordon, David and Michael E. O'Hanlon. "The intelligence community and President Trump." Washington, D.C.: Brookings. 19 January 2017. <https://www.brookings.edu/blog/order-from-chaos/2017/01/19/the-intelligence-community-and-president-trump/>

Haass, Richard N. "Think Tanks and U.S. Foreign Policy: A Policy-Maker's Perspective." *U. S. Foreign Policy Agenda*, Vol. 7, No. 3, U.S. Department of State, November 2002, pp. 5-8. https://angelo.blackboard.com/bbcswebdav/pid-3135276-dt-content-rid-17960263_1/xid-17960263_1

Himelfarb, Sheldon and others. *Media as Global Diplomat*. Washington, United States Institute of Peace, 2009. (Special report, 226). [https://angelo.blackboard.com/bbcswebdav/pid-3376288-dt-content-rid-8953270_1/xid-8953270_1]Snider, L. Britt. "Sharing Secrets with Lawmakers." Central Intelligence Agency. 2007.

<https://www.cia.gov/static/de4af1b9c7866e866a71c8da95be003b/sharing-secrets-with-lawmakers-congress-as-a-user-of-intelligence.pdf>

Parker, Ashley and Josh Dawsey. "Trump's cable cabinet: New texts reveal the influence of Fox hosts on previous White House." Washington, D.C.: The Washington Post. 09 January 2022. https://www.washingtonpost.com/politics/trump-cable-cabinet/2022/01/09/96fac488-6fe6-11ec-b9fc-b394d592a7a6_story.html

Treverton, Gregory F. "The 2007 National Intelligence

Estimate on Iran's Nuclear Intentions and Capabilities," Center for the Study of Intelligence, Central Intelligence Agency (2013). <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/csi-intelligence-and-policy-monographs/pdfs/support-to-policymakers-2007-nie.pdf>

Wellstead, Adam M., and Michael Howlett. 2021. "(Re)Thinking Think Tanks in the Age of Policy Labs: The Rise of Knowledge-based Policy Influence Organisations." *Australian Journal of Public Administration*, December, 1. doi:10.1111/1467-8500.12528. <https://easydb.angelo.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=154234539&site=eds-live&scope=site>

Lesson 6 - Threats, Part I

This is a first lesson on threat, at the nation level.

Lesson Objectives

At the completion of this lesson, students will be able to:

Comprehend how current US National Security Policy is being shaped by "rogue states", and the national-security implications of these developments.

Describe the intelligence and national security policy concerns for the United States regarding states that possess nuclear weapons or are trying to acquire nuclear, chemical, biological or other weapons of mass destruction technology.

Required Readings:

"Chinese National Pleads Guilty to Economic Espionage Conspiracy." Washington, D.C.: Department of Justice. 06 January 2022. <https://www.justice.gov/opa/pr/chinese-national-pleads-guilty-economic-espionage-conspiracy>

Bermudez, Joseph and Victor Cha. "Pyongsan Uranium Concentrate Plant (Nam-chon Chemical Complex)." CSIS. 29 May 2020. <https://beyondparallel.csis.org/pyongsan-uranium-concentrate-plant-nam-chon-chemical-complex/>

Bowen, Andrew S. "Russian Military Intelligence: Background and Issues for Congress." Washington, D.C.: Congressional Research Service. 15 November 2021. <https://crsreports.congress.gov/product/pdf/R/R46616>

Brandt, Jessica. "Putin and Xi's evolving disinformation playbooks pose new threats." *TechCrunch*. 19 December 2021. <https://techcrunch.com/2021/12/19/putin-and-xis-evolving-disinformation-playbooks-pose-new-threats/>

Dorfman, Zach, McLaughlin, Jenna and Sean D. Naylor. "Exclusive: Russia carried out a 'stunning' breach of FBI communications system, escalating the spy game on U.S. soil." *Yahoo News*. 16 September 2019. <https://news.yahoo.com/exclusive-russia-carried-out-a-stunning-breach-of-fbi-communications-system-escalating-the-spy-game-on-us-soil-090024212.html>

Goldman, Adam, Schmidt, Michael S. and Matt Apuzzo, "C.I.A. Informants, China Crippled U.S. Spying Operations," *The New York Times*, 20 May 2017, <https://www.nytimes.com/2017/05/20/world/asia/china-cia-spies-espionage.html>

Hannah, John. "Does Trump realize That His New Iran Strategy Could Suffer a Fatal Blow in Syria?" *Foreign Policy*, 08 November 2017, <http://foreignpolicy.com/2017/11/08/does-trump-realize-that-his-new-iran-strategy-could-suffer-a-fatal-blow-in-syria/>

Krekel, Bryan. "Capability of the People's Republic of China to Conduct Cyber Warfare and Computer Network Exploitation," *The US-China Economic and Security Review Commission*, 09 October 2009, p. 10-66, <http://nsarchive.gwu.edu/NSAEBB/NSAEBB424/docs/Cyber-030.pdf>

Laurinavičius, Marius. "A Guide to the Russian Tool Box of Election Meddling: a Platform to Analyse the Long Term Comprehensive Kremlin Strategy of Malign Influence." *International Elections Study Center*. October 2018. http://iesc.lt/app/uploads/2018/10/IESC_Guide_ToolBox_2018_FINAL.pdf

Pifer, Steven and Fiona Hill. "Dealing with a simmering Ukraine-Russia conflict." Washington, D.C.: Brookings. 06 October 2016. <https://www.brookings.edu/research/dealing-with-a-simmering-ukraine-russia-conflict/>

Sanger, David E. and Julie Hirshfeld, "Hacking Linked to China Exposes Millions of U.S. Workers," *The New York Times*, 04 June 2015, <https://www.nytimes.com/2015/06/05/us/breach-in-a-federal-computer-system-exposes-personnel-data.html>

Stent, Angela. "Russia and China: Axis of revisionists?" Washington, D.C.: Brookings. February 2020. https://www.brookings.edu/wp-content/uploads/2020/02/FP_202002_russia_china_stent.pdf

Townsend, Jim. "What It Will Take to Deter Russia." *Foreign Affairs*. 07 January 2022. <https://www.foreignaffairs.com/articles/russia-fsu/2022-01-07/what-it-will-take-deter-russia>

Wolf, Amy F. "Russia's Nuclear Weapons: Doctrine, Forces, and Modernization." Washington, D.C.: Congressional Research Service. 12 September 2021. <https://crsreports.congress.gov/product/pdf/R/R45861>

Lesson 7 - Threats, Part II

This is a second lesson on threat, from failing states and non-state actors, and the threat to the homeland from terrorism.

Lesson Objectives

At the completion of this lesson, students will be able to:

Comprehend the intelligence and national security policy challenges facing America today as presented by domestic violent extremism (DVE).

Comprehend the intelligence and national security policy challenges facing America today as presented by the international terrorism threats to the homeland today.

Comprehend the intelligence and national security policy challenges facing America today as presented by failing or failed states.

Describe the role of intelligence and national security policy for threats related to DVE and international terrorism threats to the homeland today.

Describe why intelligence reform acts are an important part of our national strategy as related to the threats from failed / failing states, terrorism and extremism today.

Required Readings:

National Terrorism Advisory System Bulletin - January 27, 2021. Department of Homeland Security. <https://www.dhs.gov/ntas/advisory/national-terrorism-advisory-system-bulletin-january-27-2021> [link]

Anthony H. Cordesman, "Yemen and Warfare in Failed States," Center for Strategic International Studies, 22 April 2015, <https://www.csis.org/analysis/yemen-and-warfare-failed-states> [link]

Liana Sun Wyler, "Weak and Failing States: Evolving Security Threats and U.S. Policy," Congressional Research Service, 28 October 2008, <https://crsreports.congress.gov/product/pdf/RL/RL34253>

Sarhang Hamaseed, "'Harnessing Iraq's deadly Array of Armed Groups After ISIL,'" War on the Rocks, 15 December 2017, <https://warontherocks.com/2017/12/harnessing-iraqs-deadly-array-armed-groups-isil/> [link]

Dan Goodin, "NSA-leaking Shadow Brokers lob Molotov cocktail before exiting world stage," Ars Technica 12 January 2017. <https://arstechnica.com/information-technology/2017/01/nsa-leaking-shadow-brokers-lob-molotov-cocktail-before-exiting-world-stage/> [link]

Wray, Christopher. Examining the January 6 Attack on the U.S. Capitol. Federal Bureau of Investigation. 15 June 2021. <https://www.fbi.gov/news/testimony/examining-the-january-6-attack-on-the-us-capitol-wray-061521> [link]

Sanborn, Jill. Violent Extremism and Domestic Terrorism in America: The Role and Response of the Department of Justice. Federal Bureau of Investigation. 29 April 2021. <https://www.fbi.gov/news/testimony/violent-extremism-and-domestic-terrorism-in-america-the-role-and-response-of-the-department-of-justice> [link]

Joint Statement by the Federal Bureau of Investigation (FBI), the Cybersecurity and Infrastructure Security Agency (CISA), the Office of the Director of National Intelligence (ODNI), and the National Security Agency (NSA). CISA, Washington, DC. 05 January 2021. <https://www.cisa.gov/news/2021/01/05/joint-statement-federal-bureau-investigation-fbi-cybersecurity-and-infrastructure> [link]

Alfred Ng, "Hackers gain access to hundreds of global electric systems," CNET, 06 September 2017. <https://www.cnet.com/news/hackers-access-to-hundreds-of-global-electric-systems-dragonfly-cyberattack/> [link]

"Written testimony of DHS Acting Secretary Elaine Duke for a Senate Committee on Homeland Security and Governmental Affairs hearing titled 'Threats to the Homeland'," Department of Homeland Security, 27 September 2017. <https://www.dhs.gov/news/2017/09/27/written-testimony-dhs-acting-secretary-elaine-duke-senate-committee-homeland> [link]

"Homegrown Violent Extremist Mobilization Indicators 2019." Washington, D.C.: National Counterterrorism Center. 2019. https://www.dni.gov/files/NCTC/documents/news_documents/NCTC-FBI-DHS-HVE-Mobilization-Indicators-Booklet-2019.pdf

"Strategic Intelligence Assessment and Data on Domestic Terrorism." Washington D.C.: Federal Bureau of Investigation & Department of Homeland Security, 14 May 2021. <https://www.dni.gov/index.php/nctc-newsroom/item/2216-fbi-dhs-strategic-intelligence-assessment-and-data-on-domestic-terrorism>

Lone Offender Terrorism Report. Behavioral Threat Assessment Center, Federal Bureau of Investigation. Nov 2019. <https://www.fbi.gov/file-repository/lone-offender-terrorism-report-111319.pdf/view> [Link]

Johnson, Bridget. "Al-Qaeda Magazine Encourages Lone Attackers to Use Planes as Weapons." Homeland Security Today. 28 September 2021. <https://www.hstoday.us/subject-matter-areas/terrorism-study/al-qaeda-magazine-encourages-lone-attackers-to-use-planes-as-weapons/>

Lesson 8 - The Challenges of Intelligence Reform

This lesson reviews challenges to the national security policy making process, and the intelligence community, following the conclusion of wars in Afghanistan and Iraq and the 20-year Global War on Terrorism.

Lesson Objectives

At the completion of this lesson, students will be able to:

Comprehend why intelligence reform is needed and why is it important.
Describe the challenges facing Intelligence reform.
Comprehend why intelligence reform is difficult.
Describe how intelligence reform enhances national security.

Required Readings:

Mark M. Lowenthal. *Intelligence: From Secrets to Policy*. Washington D. C: CQ Press, 2019. Chapter 14.
Betts, Richard K. 2007. *Enemies of intelligence: knowledge and power in American national security*. New York : Columbia University Press, 2007. Ch 8.
Bruce Berkowitz, *Intelligence Reform: Less is More*, Hoover Digest, April 30, 2004. Hoover Institution, Stanford University. (link) [<https://www.hoover.org/research/intelligence-reform-less-more>]
Michael Warner and J. Kenneth McDonald, *U.S. Intelligence Community Reform Studies Since 1947*, April 2005, Center for Intelligence Studies. (link) [<https://crsreports.congress.gov/product/pdf/R/R46933>]
Alex Kingsberry, *Obama Slams Failed Intelligence, Calls for Reform*, U.S. News and World Report, January 5, 2010. (link) [<https://www.usnews.com/news/articles/2010/01/05/obama-slams-failed-intelligence-calls-for-reform>]
Video Review: *U.S. Intelligence Oversight: Is Congress the Problem?* Youtube Video 13:08, PBS Newshour, 3 Aug 2010. (link) [<https://www.youtube.com/watch?v=vTAMEcgUHBg>]
Halchin, Elaine and Frederick M. Kaiser. *Congressional Oversight of Intelligence: Current Structure and Alternatives*. Congressional Research Service. 14 May 2012. (link) [<https://sgp.fas.org/crs/intel/RL32525.pdf>]
Quigley, M. (2019). *Revitalizing Intelligence: The History and Future of Hpsci, the Iaa, and Congressional Oversight*. Harvard Journal on Legislation, 56(2), 341–353. [Link] [<https://easydb.angelo.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=138021205&site=eds-live&scope=site>]
Michael V. Hayden, *The State of the Craft: Is Intelligence Reform Working?* World Affairs, September/October 2010. (link) [<https://easydb.angelo.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.27870300&site=eds-live&scope=site>]
Summary of *Intelligence Reform and Terrorism Prevention Act of 2004*, United States Senate Committee on Governmental Affairs, December 6, 2004. (link) [https://irp.fas.org/congress/2004_rpt/s2845-summ.pdf]
Oleszek, Walter J. "Congressional Reform: A Perspective." Washington, D.C.: Congressional Research Service. 06 October 2021. <https://crsreports.congress.gov/product/pdf/R/R46933>
Global Trends: *Paradox of Progress*. Washington, DC: Office of the Director of National Intelligence, 2021. (link) [<https://www.dni.gov/index.php/gt2040-home>]

Some thoughts on late work:

Don't be late. In the professional world, late is often too late. In the intelligence profession and in related fields, being late with written assessments - even with the right assessment or with brilliant work - oftentimes means arriving after the LTIOV - latest time information is of value. Late work will not be accepted. However, sometimes lateness is unavoidable. If you know you will be late, let me know ahead of time. In these instances, some accommodation may be possible.

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process

and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dr. Dallas Swafford
Director of Student Disability Services
dallas.swafford@angelo.edu
325-942-2047
Houston Harte University Center, 112

Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Miller, J.D. You may submit reports in the following manner:

Online: angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.miller@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: angelo.edu/title-ix.

General University Policies

All students are required to follow the policies and procedures presented in these documents:

Angelo State University Student Handbook: <https://www.angelo.edu/current-students/student-handbook/>
Angelo State University Catalog: <https://www.angelo.edu/academics/catalog/>

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures (<https://www.angelo.edu/live/files/14197-op-1011-grading-procedures>) for more information.

Student Absence for Observance of Religions Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day (<https://www.angelo.edu/live/files/14206-op-1019-student-absence-for-observance-of>) for more information.

Student Conduct Policies

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Graduate Studies and Research adheres to the Statement of Academic Integrity (<https://www.angelo.edu/current-students/student-handbook/>)

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy (<https://www.angelo.edu/current-students/student-handbook/>) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center. (https://www.angelo.edu/current-students/writing-center/academic_honesty.php)

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